

Unit Planning Guide: Grade 7 Unit 6 of 8

Unit Title: It's All Just Words To Me!	Pacing (Duration of Unit):5 weeks (26-30)
Grade: 7	Buffer Day(s):3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.**
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**

WiDA Standards (ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

RL.7.MA.8.A Interpret a literary work by analyzing the author uses literary elements (e.g... mood, tone, point of view, personification, symbolism)

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

To be completed in collaboration with the ELL Department

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:

Actions have consequences.
You can determine your destiny!

Academic vocabulary

Essential Questions:

How do our choices affect our success in life and determine our destiny?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The different types of figurative language
 - What a simile is
 - What a metaphor is
 - What personification is
 - What hyperbole is
 - What an idiom is

Vocab

- synonym
- antonym
- analogy
- denotation
- connotation
- mood
- tone
- irony
- symbolism

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Creating writing that is appropriate to the task, purpose, and audience
- Interpreting figures of speech in context
- Understanding words better by using known relationships (e.g. synonym, antonym, analogy)
- Understanding the nuances in word meaning by distinguishing the different connotations of words with similar denotations
- Interpreting how author's use literary elements in their work
- Determining the meaning of words and phrases as they are used in a text
- Analyzing the impact of a specific word choice on meaning and tone.